



How do diversity and disability interact in your schools?

- What is your definition of disability?
- What is your definition of diversity?
- How are a student's individual identity and social identity expressed in school interactions?
- How are professional educator identities expressed in school interactions?
- What are the knowledge sets, skills, and dispositions necessary to support school climate and culture such that students and professional educators can negotiate diversity, disability, and identity successfully?

Beginning the conversation

1. Who are the students we serve? How does society view our students?

- School people
- Community people
- Professional caregivers
- Parents
- Acquaintances and friends

2. How do they begin their academic journey?

- Pre-school experiences
- In-school experiences
- Out-of-school experiences

The conversation about diversity, identity, privilege, and differential treatment begins with group discussions of student identity, social identity, and the intersectionalities that occur among the identities of disability, race, ethnicity, poverty, gender, and language status.

Beginning the conversation: Identification as a Deficit Naming Process

Biological implications	The organism is defective and pathological.	<i>The conversation about diversity, identity, privilege, and differential treatment begins with group discussions of student identity, social identity, and the intersectionalities that occur among the identities of disability, race, ethnicity, poverty, gender, and language status.</i>
Sociological implications	The background is deficient or dysfunctional	
Psychological-emotional implications	The behavior is aberrant and uncontrollable	
School/academic implications	The student starts out behind, which prompts low expectations from teachers and the educational system, which in turn prompts the student to fail, drop out, and/or disengage.	
Economic implications	Stuck in low pay, minimum wage jobs or no job at all, which leads to public assistance/welfare	

Re-thinking Our Language

- Diversity
 - Disability
 - Poverty
 - Race/Ethnicity
 - Gender
 - Language Status
- Identity
 - Individual Identity
 - Social Identity
- Privilege
- Discrimination
- Differentiated Treatment
 - Reasonable Accommodations
 - Individualized Education
 - Individualized Instruction
 - Individualized Assessment
 - Individualized Curriculum
 - Personalized Education
 - Adaptations and Modifications
- Inclusion
 - Academic Inclusion
 - Social Inclusion
- Positionality

Re-thinking Our Language

- Deficit Thinking
- Micro-aggression
- Marginalization
- Color Blindness
- Interest Convergence

The Intersectionalities of Multiple Identities

- Historical interconnection between disability and race/ethnicity, poverty, gender, and language status
- Over-representation of families from below the poverty level in special education
- Over-representation of racial and ethnic minorities in special education
- Over-representation of males from racial and ethnic minorities in special education
- The conflation of disability and other identities has led to a discourse on low performing students.
- By whom are low performing students defined?
- An original intention of ESEA (1968) was to provide resources to ameliorate the effects of poverty on student performance, thereby lifting children and youth from racial and ethnic minority backgrounds out of poverty.

How would these ideas and topics be infused and integrated into your daily responsibilities and into the plans already in place for activities, processes, and programs?



Disability and Identity

Stella Young

I am not your inspiration, thank you very much.

https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

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